

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           Received            Texas Education Agency            2014 MAY 12 PM 1:46            Document Control Center         </div>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin TX 78701-1494         </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

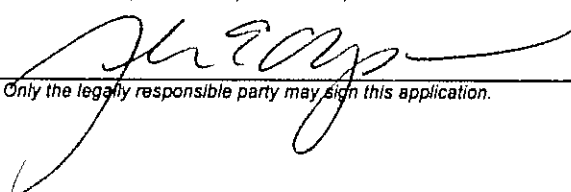
<b>Part 1: Applicant Information</b>					
Organization name		County-District #	Campus name/#	Amendment #	
Ennis ISD		070903	Ennis High School/002		
Vendor ID #	ESC Region #	US Congressional District #		DUNS #	
756001384	10	TX-006		07-672-5159	
Mailing address			City	State	ZIP Code
PO Box 1420			Ennis	TX	75120
<b>Primary Contact</b>					
First name	M.I.	Last name		Title	
Diana	K	Freeman		Exec. Dir. of Fed. Pgrms & CTE	
Telephone #	Email address			FAX #	
972-872-7007	Diana.Freeman@ennis.k12.tx.us			972-875-1889	
<b>Secondary Contact</b>					
First name	M.I.	Last name		Title	
Scott		Short		Director of Technology	
Telephone #	Email address			FAX #	
972-872-7016	Scott.Short@ennis.k12.tx.us			972-875-9586	

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
John	E	Chapman	Superintendent
Telephone #	Email address		FAX #
972-872-7000	John.Chapman@ennis.k12.tx.us		972-875-8667
Signature (blue ink preferred)	Date signed		


5-9-2014

*Only the legally responsible party may sign this application.*

701-14-107-081

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Ennis ISD proposes the expansion of the current limited 1:1 program in place at Ennis Junior High to include ninth and tenth grade students at Ennis High School. The benefits of each student having access to a personal electronic device have proven to be substantial, and we request to opportunity to grow the program. Current locally available funding sources are not adequate to allow the expansion of the program in the manner that is needed to support improved student achievement and skill acquisition.

Ennis ISD undertook a very limited 1:1 initiation in the 2012-13 school year and provided an iPad to each seventh grade student. Teachers, students, and parents were overwhelmingly supportive of the program. So, the following school year, the program was expanded to include eighth grade students. Throughout this school year, the benefits of a 1:1 program have been proven. The culture of Ennis Junior High has changed so that now technology is a fully integrated part of the normal instructional program and not something added on when time allows. We want that benefit to be available at Ennis High School.

Two years ago, Ennis ISD elected to begin a technology lending program with seventh grade students to address the root of identified achievement issues. We felt that teachers and students at the seventh and eighth grade level would embrace the use of technology and implement curriculum supports that would fill identified gaps in core subjects and send better prepared students to Ennis High School. We believe that the technology lending program has made serious steps in accomplishing that goal. Now we are faced with those students entering Ennis High School prepared and accustomed to learning with a device in hand. We do not want to see the gains made over the past two years fade as the students begin high school.

We also have access to multiple years of EOC data and have identified the areas of greatest concern. The charts below lists 2013 EOC passing percentages for math, science, and writing: the three areas of greatest concern to Ennis High School.

<b>Math scores</b>	Af AM	Hisp	White	Eco Dis	All	<b>Science scores</b>	Af Am	Hisp	White	Eco Dis	All
Phase-in Lvl II	61%	75%	82%	71%	76%	Phase in Lvl II	71%	75%	87%	73%	79%
Final Lvl II	12%	14%	26%	14%	18%	Final Lvl II	12%	12%	28%	13%	18%
Lvl III	3%	7%	14%	6%	9%	Lvl III	0%	1%	6%	1%	3%
<b>Writing scores</b>	Af Am	Hisp	White	Eco Dis	All						
Phase in Lvl II	29%	41%	55%	36%	44%						
Final Lvl II	13%	18%	31%	15%	22%						
Lvl III	1%	2%	2%	1%	2%						

We have taken the opportunity this year to celebrate the Phase in Level II scores that enabled Ennis High School to earn a Met Expectations accountability rating, but those celebrations are short-lived when one examines the percentages for Final Level II passing rates and Level III (Advanced) percentages. It is not acceptable that only 18% of all students meet the Final Level II standard for math; or only 18% meet the Final Level II standard for science. By no means are we satisfied with the percentage of students achieving the Level III (Advanced) standard. Student achievement must improve as measured by EOC exams. To do this, we must enhance the curriculum available to students. We propose to do that through electronic devices.

Ennis ISD also recognizes that students need to learn to collaborate and use technology in an authentic environment. Students are not prepared for college or work if all they do is post to Instagram, send text messages, and create Power Point presentations in the school computer lab. We ask to be able to teach real-world use of technology through this proposal.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Ennis ISD is requesting funds to provide a Chromebook to each ninth and tenth grade student. A Chromebook is a wireless device that utilizes the Google operating system and does not have a hard drive. All files and information are stored in the cloud. Chromebooks are very light and thin and boot within seven seconds. Ennis ISD is a Google Apps for Education District and as such has access to cloud storage space for all devices provided to students. A Chromebook is a true productivity tool that will provide multiple opportunities for teachers and students to interact with electronic curriculum and internet information as well as collaborate and cooperate electronically. A teacher can share books with all students in a class through Google Apps; or a teacher can create an assignment, send it electronically to students, create a rubric to grade the assignment, and have the task auto-graded as each student submits it. Teachers and students can digitally manage the workflow process allowing the focus to remain on the learning and academic growth instead of the crush of paperwork. Chromebooks provide a very interactive and collaborative environment that prepares students for college and careers.

The existing network, security controls, and personnel can implement the expansion of the 1:1 program to the ninth and tenth grade students. Ongoing professional development in the use of electronic resources and curriculum has set the stage for teachers to embrace the beginning of a 1:1 program at Ennis High School. As a Google Apps for Education District, Ennis ISD has developed a simple, straightforward support process available on the screen of a Chromebook. Teachers and students alike will have access to explanations and help documents with a single click of a mouse. Chromebooks do not require extensive set up and formatting. They arrive ready to begin work. The management system in place in our library system has the capacity to add the devices and contain the check-out procedure and records. The network security features in place will also protect Chromebooks. Ennis High School has the infrastructure to support a 1:1 device program. Chromebooks can interact with printers and other peripheral devices.

District and campus administrators have collaborated to design this proposal. Teachers have provided input and support for the implementation of Chromebooks. Parents of incoming high school students have expressed their desire for Ennis to continue to provide the means for their children to grow, learn, and benefit from the use of technology. All these groups have come to agreement: our students are best served through a 1:1 device program, and the device we believe will best meet those needs is a Chromebook.

Ennis ISD has the process in place to distribute and monitor additional devices. We ask now for the funds to be able to meet the needs of our students. Local funding sources even added to funds from the Instructional Materials Allotment (IMA) are not sufficient to provide the necessary devices. Ennis ISD commits to the use of local and IMA funds to support this program, but more is required to purchase the necessary number of devices.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$0	\$100,000	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	
Total direct costs:			\$100,000	\$0	\$100,000	
Percentage% indirect costs (see note):			N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$100,000	\$0	\$100,000	

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 070903

Amendment number (for amendments only):

**Expense Item Description**

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					<b>Grant Amount Budgeted</b>  \$
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	<b>Technology Hardware—Not Capitalized</b>					
	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>
	1	Chromebook	To support academic achievement and skill acquisition with a digital learning device	400	\$250	\$100,000
	2				\$	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:					\$100,000	
Remaining 6300—Supplies and materials that do not require specific approval:					\$	
<b>Grand total:</b>					<b>\$100,000</b>	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 070903										Amendment # (for amendments only):					
<b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.															
<b>Total enrollment:</b>															
<b>Category</b>	<b>Number</b>	<b>Percentage</b>	<b>Category</b>										<b>Percentage</b>		
African American	142	N/A	Attendance rate										96.11%		
Hispanic	510	N/A	Annual dropout rate (Gr 9-12)										.7%		
White	311	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)										N/A		
Asian	3	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)										N/A		
Economically disadvantaged	645	70%	Students taking the ACT and/or SAT										N/A		
Limited English proficient (LEP)	26	3%	Average SAT score (number value, not a percentage)										N/A		
Disciplinary placements	71	8%	Average ACT score (number value, not a percentage)										N/A		
<b>Comments</b>															
The population proposed to be served is rich with game playing devices, but lacking in devices that lead to collaboration and productivity in other areas. They lack educational experiences needed to successfully interact with high school curriculum. Many never travel more than 20 miles from their home unless they do so with the school. Additionally, the vast majority report having wifi availability in their homes.															
<b>Part 2: Students to Be Served with Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
<b>School Type</b>	<b>PK (3-4)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Public	0	0	0	0	0	0	0	0	0	0	474	450	0	0	924
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	0	0	0	0	0	0	0	0	0	0	474	450	0	0	924

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

## Schedule #13—Needs Assessment

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A formal Comprehensive Needs Assessment is performed annually by each campus and the district. Teachers, administrators, parents, and community members are involved in the needs assessment process. Many data sources are used and different perspectives are included. The needs identified in this process are then prioritized with student achievement given the first consideration. The identified and prioritized needs then determine annual goals, performance objectives, and strategies. Throughout the school year, progress toward these goals is measured and adjustments are made to the identified strategies.

The process looks something like this. The site based decision making (SBDM) committee gathers data from all different types of sources: accountability reports, state testing data, discipline data, attendance data, student and faculty demographics, physical plant information, extra-curricular activities records, STAR charts, technology plan, volunteer hours, parent involvement participation, etc. The members of the SBDM committee then divide into sub groups to examine different aspects of the data: student achievement, community involvement, technology, staff development, culture and climate. Each sub group evaluates the information and creates a list of strengths and weaknesses. The entire committee then reconvenes and compiles the master list of strengths and weaknesses. Many times, the subcommittees have arrived at similar conclusions. Finally, the needs are prioritized. As we are a school and the main mission of the school is to educate students, student achievement is the first priority.

We engage in this formal process of needs assessment annually; however, throughout the year we monitor, evaluate, and adjust actions to best meet the needs of students. We do not simply identify needs once each year and then charge forward without verifying that we are indeed moving in the appropriate direction. During any given week, you will observe teachers, individually and in teams, gathering data, assessing needs, and planning for instruction. Principals work with the teachers and with their administrative teams to look at the campus level data and to guide the instructional program. Plans are made; statistics are collected; outcomes are evaluated, and adjustments are made on an ongoing basis.

We will apply the same process to an expanded 1:1 technology lending program. We have the vehicles in place now to gather data from teachers and students. The teachers who are part of the 1:1 initiative meet monthly with an Instructional Technology Facilitator to receive training and to share information, both successes and challenges. Technical issues are tracked through an automated helpdesk allowing administrators to see trends and common problems. Students provide daily feedback, both solicited and not, to teachers about the activities planned with the devices. Parents attend an annual meeting at the beginning of the school year and then complete a survey at the conclusion of the year. Ennis ISD recognizes the tremendous investment required to implement a 1:1 technology lending program, and we do not have any intention to recklessly spend money that will not produce the desired result. We commit to utilizing the needs assessment process, formal and informal, currently in place in our district to guide the implementation of any program for which we are approved.

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address																								
1.	<p>Improved math achievement—high school</p> <table border="1"> <thead> <tr> <th>Math scores</th> <th>Af AM</th> <th>Hisp</th> <th>White</th> <th>Eco Dis</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Phase-in Lvl II</td> <td>61%</td> <td>75%</td> <td>82%</td> <td>71%</td> <td>76%</td> </tr> <tr> <td>Final Lvl II</td> <td>12%</td> <td>14%</td> <td>26%</td> <td>14%</td> <td>18%</td> </tr> <tr> <td>Lvl III</td> <td>3%</td> <td>7%</td> <td>14%</td> <td>6%</td> <td>9%</td> </tr> </tbody> </table>	Math scores	Af AM	Hisp	White	Eco Dis	All	Phase-in Lvl II	61%	75%	82%	71%	76%	Final Lvl II	12%	14%	26%	14%	18%	Lvl III	3%	7%	14%	6%	9%	All students would have access to electronic curriculum and curriculum support materials including such items as instructional videos, interactive support, productivity, and collaboration tools. Teachers would be able to utilize the available electronic support services with all students on a daily basis, not just when in the computer lab.
Math scores	Af AM	Hisp	White	Eco Dis	All																					
Phase-in Lvl II	61%	75%	82%	71%	76%																					
Final Lvl II	12%	14%	26%	14%	18%																					
Lvl III	3%	7%	14%	6%	9%																					
2.	<p>Improved science achievement—high school</p> <table border="1"> <thead> <tr> <th>Science scores</th> <th>Af Am</th> <th>Hisp</th> <th>White</th> <th>Eco Dis</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Phase in Lvl II</td> <td>71%</td> <td>75%</td> <td>87%</td> <td>73%</td> <td>79%</td> </tr> <tr> <td>Final Lvl II</td> <td>12%</td> <td>12%</td> <td>28%</td> <td>13%</td> <td>18%</td> </tr> <tr> <td>Lvl III</td> <td>0%</td> <td>1%</td> <td>6%</td> <td>1%</td> <td>3%</td> </tr> </tbody> </table>	Science scores	Af Am	Hisp	White	Eco Dis	All	Phase in Lvl II	71%	75%	87%	73%	79%	Final Lvl II	12%	12%	28%	13%	18%	Lvl III	0%	1%	6%	1%	3%	All students would have access to electronic curriculum, curriculum support materials, instructional video support, first source documents, and virtual labs. Teachers would be able to incorporate the additional supports for all students.
Science scores	Af Am	Hisp	White	Eco Dis	All																					
Phase in Lvl II	71%	75%	87%	73%	79%																					
Final Lvl II	12%	12%	28%	13%	18%																					
Lvl III	0%	1%	6%	1%	3%																					
3.	<p>Improve student writing ability as evidenced by EOC scores—high school</p> <table border="1"> <thead> <tr> <th>Writing scores</th> <th>Af Am</th> <th>Hisp</th> <th>White</th> <th>Eco Dis</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Phase in Lvl II</td> <td>29%</td> <td>41%</td> <td>55%</td> <td>36%</td> <td>44%</td> </tr> <tr> <td>Final Lvl II</td> <td>13%</td> <td>18%</td> <td>31%</td> <td>15%</td> <td>22%</td> </tr> <tr> <td>Lvl III</td> <td>1%</td> <td>2%</td> <td>2%</td> <td>1%</td> <td>2%</td> </tr> </tbody> </table>	Writing scores	Af Am	Hisp	White	Eco Dis	All	Phase in Lvl II	29%	41%	55%	36%	44%	Final Lvl II	13%	18%	31%	15%	22%	Lvl III	1%	2%	2%	1%	2%	All students would have access to a tool that makes writing not about penmanship and hand cramps but about the content and mechanics for communication. Students would be able to access electronic support systems to aid instruction, and they would have access to a vast array of quality writing examples. Teachers would be able to utilize multiple genres without loading a student's backpack to the point of splitting the seams. Writing samples could be easily edited and revised and shared.
Writing scores	Af Am	Hisp	White	Eco Dis	All																					
Phase in Lvl II	29%	41%	55%	36%	44%																					
Final Lvl II	13%	18%	31%	15%	22%																					
Lvl III	1%	2%	2%	1%	2%																					
4.	Students need to learn skills in true collaboration not just social media and text messages. Our students can post to Instagram or Facebook and send hundreds of texts an hour, but they lack the skills to engage in true collaboration—the sharing of ideas and information to reach a common goal.	All students would be in possession of a device designed to be a collaborative tool. Teachers would have a platform to assign projects and hold students accountable individually and in groups for work accomplished. Using Google Apps for Education, teachers and students would operate in a shared environment where the teacher facilitates learning and students are active participants.																								
5.	Students need to build and gain skills utilizing current technology so that they are prepared for post-secondary education and the work force. Current universities utilize online learning platforms where assignments are given and returned electronically. Class notes and lectures are posted online and students are responsible for the content. In the same manner, employers want students who have skills in utilizing current technology.	All students would have a device that operates on a platform required by colleges and many work places. Teachers would be able to incorporate the current level of technology in the daily lesson allowing Ennis ISD to not just teach technology but to integrate technology. Applications available include email, calendar, news, spread sheets, word processors, website creation, personal learning networks, and discussion threads.																								

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Technology	Knowledgeable of Chromebooks and their operations and management; capable of managing necessary infrastructure; capable of providing leadership to implementation team
2.	Instr. Tech. Coord.	Knowledgeable of Chromebooks and their operations; able to train and support teachers and students in use of Chromebooks; able to find opportunities and ideas for successful use in class
3.	Campus Media Specialist	Able to manage the distribution of devices; able to troubleshoot difficulties in the use of Chromebooks; knowledgeable of successful implementation activities
4.	Campus Admin	Supportive of the implementation of a 1:1 device program; able to support appropriate student use of Chromebooks; able to support teachers utilizing a new platform for learning
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase Chromebooks	1. Obtain quote from vendor	10/01/2014	10/15/2014
		2. Submit purchase requisition	10/01/2014	10/20/2014
		3. Order Chromebooks	10/15/2014	11/15/2014
		4. Complete order with payment	12/01/2014	12/15/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Distribute Chromebooks	1. Receive Chromebooks in district	11/01/2014	12/15/2014
		2. Add Chromebooks to device management software	11/15/2014	12/22/2014
		3. Host parent meeting	01/10/2015	01/20/2015
		4. Collect signed usage agreements	01/10/2015	01/20/2015
		5. Distribute Chromebooks to students	01/20/2015	02/01/2015
3.	Implement Chromebooks in classrooms	1. Students bring Chromebooks to class	01/20/2015	06/07/2015
		2. Teachers integrate Chromebooks into instruction	01/20/2015	06/07/2015
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Monitor Implementation	1. Teachers meet monthly to learn and support	12/01/2014	06/07/2015
		2. Admin observes use of Chromebooks in classes	01/20/2015	06/07/2015
		3. Count Helpdesk tickets submitted for Chromebooks	01/20/2015	06/07/2015
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Evaluate Implementation	1. Teacher survey	05/15/2015	06/07/2015
		2. Student survey	05/15/2015	06/07/2015
		3. Parent survey	05/15/2015	06/07/2015
		4. Compile results and draw conclusions	06/07/2015	07/15/2015
		5.	XX/XX/XXXX	XX/XX/XXXX

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus and the district complete a quarterly formative evaluation of progress toward the formal goals and objectives developed as part of the Improvement Plans. A summative evaluation is completed annually. Principals lead the evaluation process in conjunction with the campus site-based committee including teachers, parents, and community members. Formative evaluations are undertaken to allow adjustment. If a particular strategy is not achieving the desired result, the actions are changed and the results re-evaluated.

Beyond this process which is structured by district administration, each campus participates in multiple evaluations throughout the school year. They measure student progress toward curriculum objectives with unit assessments. Individual teachers and teams of teachers use these results to direct instruction. They measure student reading and math levels to judge progress and appropriateness of activities. As a part of ongoing progress evaluation, students are taught to set goals and evaluate their own results. Students who are struggling to be academically successful enter the Response to Intervention (RtI) process where specific accommodations are applied, results evaluated, and actions adjusted to discover what that student requires to succeed. Parents and, if appropriate, students are included in the RtI process. Schools also track volunteer hours and participation rates to evaluate parent and community involvement. Student activities such as community service projects and academic UIL are inspected to determine if they are meeting the desired results; changes are made as needed.

All these examples are provided to demonstrate the role of measurement, evaluation, and adjustment in the fabric of Ennis ISD. Feedback and continuous improvement are part of normal operations. From individual students and teachers to teacher teams to campuses to the district as a whole goals are established, formative evaluation is undertaken, adjustments are made, and the cycle continues concluding with summative evaluation which then is used to determine the next set of actions and goals.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis ISD currently has a limited 1:1 technology device program in place. All seventh and eighth grade students receive an iPad to use both at school and at home. We began this program in the 2012-13 school year with a single grade level, seventh grade. Teachers, students, and parents gave high marks to the program and called for expansion. The district agreed and added a second grade level, eighth grade, in the 2013-14 school year. In just two short years, the iPads have become a part of what is expected at Ennis Junior High. Based on the success of this 1:1 program, Ennis ISD proposes to expand to include high school students. The comprehensive needs assessment undertaken by the district indicated that a collaborative, internet capable device such as a Chromebook would provide a solution to the challenge of providing adequate instructional materials and enhancing efforts to increase access to curricular support materials and collaborative projects. To make the necessary impact, two grade levels need to be added to the 1:1 project. Ennis ISD does not have the funding necessary to add both ninth and tenth grade levels. Ennis ISD does have the infrastructure and commitment to undertake this expansion. The lessons learned in the first 1:1 program will direct the expansion. The technology and curriculum departments coordinate district level implementation assisted at each campus by the librarian who is the designated campus coordinator. The process to distribute and manage devices is in place and will simply be expanded. The Instructional Technology Facilitators provide training and facilitate support groups for teachers who are working with the 1:1 program.

Support for this proposal is absolute from the district and campus administration. Resources are committed to provide training and support for students and teachers. We have the framework in place, we are requesting funds to provide this resource to our students so that we are truly meeting the needs of these learners.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Track number of students with Chromebooks	1.	Number of students with Chromebooks
		2.	
		3.	
2.	Observe daily use of Chromebooks in classrooms	1.	Principal walkthrough observations documenting use of Chromebooks
		2.	Teacher lesson plans documenting use of Chromebooks
		3.	
3.	Measure use of electronic resources	1.	Teacher lesson plans documenting electronic sources
		2.	Principal observation of curriculum resources in use
		3.	Management software indicating apps downloaded
4.	Evaluate student achievement in math, science, and writing	1.	EOC scores will improve in designated areas
		2.	Student course grades will improve in designated areas
		3.	Number of students passing courses will improve
5.	Evaluate technology integration	1.	Teacher STAR chart scores
		2.	Administration STAR chart scores
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Initial distribution data will be collected detailing the number of devices distributed and exactly which student received which device. Following distribution, teacher lesson plans and classroom observations will be used to determine the level of use of the devices. Teachers will participate in monthly, facilitated focus groups to judge level of integration, provide training, and identify any areas of difficulty. When a problem is identified, the management team will come together to devise and implement a solution. That fix will then be observed and evaluated. If it is successful, the action will continue. If it is not successful further adjustment will be made. Teachers will be encouraged to share successes and failures within their curriculum area professional learning communities and to work together as colleagues to maximize the positive benefits of the implementation of a 1:1 program at Ennis High School. The Campus Media Specialist will be the main point of contact for teachers. This individual will help with trouble shooting device issues and suggesting possible opportunities for curricular integration. This person will also communicate regularly with the others on the implementation team. She will have the prerogative to call the implementation team together to address any difficulties and to celebrate successes. The teachers will be the student point of contact. Parents will have access to teachers and the entire implementation team.

Throughout the implementation phase of the project student usage data will be collected. Teachers will report electronic materials and programs used. The device management software will track which applications are downloaded. The usage data will be correlated with student achievement data. Initially, this will consist of course and assignment grades; at the end of the school year student EOC results will also be evaluated.

As a part of a summative evaluation, teachers, students, and parents will participate in surveys to collect their impressions of the use of the devices and the overall worth of the program. Students will give information on the degree to which the devices were integrated into instruction and whether or not they judged this to be a benefit to their overall achievement. Parents will provide feedback on student usage and care of the device and their opinion of the value of a 1:1 program for their student.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis ISD proposes to expand and increase the existing technology lending program. We are requesting funds to be able to include students in high school and to introduce a different type of device. Ennis ISD embarked upon a technology lending program in the 2012-13 school year with a 1:1 initiative for seventh grade students. Support for this program was overwhelming from teachers, students, and parents. The district expanded the program to include eighth grade students in the 2013-14 school year. The junior high students are provided a touch device and utilize a great many electronic support programs and apps that personalize and enhance their education experience. The climate of Ennis Junior High is changing to a place where an electronic tablet is a school supply much like a slate was in the early twentieth century or a pencil in the late twentieth century.

Now the district recognizes the need to continue the expansion of the program into high school. Many students in high school do possess some type of electronic device, but these devices do not have the capability to support the electronic curricular materials and the collaboration tools necessary to meet the needs of students. High school teachers report a classroom full of students who can play games and listen to music and send text messages, but they cannot access and utilize an electronic first source document or textbook.

If successful in this proposal, Ennis ISD will provide a Chromebook to each student in ninth and tenth grades. Local funds and IMA funds will be used but the money available is not sufficient to provide a device for each student in ninth and tenth grades. We have elected to expand two grade levels in response to the immediate need for improvement in math, science, and writing (ELA). The students in ninth and tenth grades are the ones who are responsible for the math, science, and writing (ELA) EOC exams. They are the students who will be engaging with the newly adopted curricular materials for science; they are the students who must make the change from the level and rigor of the TAKS to that of the STAAR/EOC. Student achievement must be increased in math, science, and writing (ELA), and technology must become a seamless part of the instructional program where students learn to work collaboratively and efficiently in the environment that is now common place in colleges and the world of work.

In order to improve student achievement, we have determined that our high school students are in great need of access to up-to-date curricular materials. Without a technology lending program, we as a district cannot move forward with an expansion of electronic textbooks and support materials because not all students have access to a device that can utilize the materials available, and with a high school population that is sixty percent economically disadvantaged, students cannot afford to provide their own more robust device. Without additional aid, the students of Ennis High School will not have the opportunity to benefit from a textbook that can be updated regularly because it is in an electronic format. They will not be able to access the virtual science labs and aligned course support materials that are now a part of each adopted science text. They will not have readily available to each student a tool to use to collaborate with the instructor and be an active part of their own learning.

These needs then led us to the proposal for a 1:1 initiative with Chromebooks. A Chromebook is a lap top that runs using a Google operating system and does not have a hard drive; all files are stored in the cloud. Chromebooks are light and thin and boot in seven seconds or less. Ennis ISD is a Google Apps for Education District and as such has access to cloud storage for these devices. A Chromebook is a productivity tool; it is designed to be used to access the internet, to retrieve information, and to use that information collaboratively with others. Chromebooks will connect with other devices such as printers and digital projectors. Students who utilize Chromebooks will be able to work seamlessly in the classroom and out; they will be able to expand learning into the world outside the school house. They will have the tool to apply their knowledge and learn to find and use information in the same way they will as adults.

We return, therefore, to our request. Ennis ISD is asking for funding to be able to purchase and provide a Chromebook for each student in ninth and tenth grades. If successful, we will expand our 1:1 initiative so that the culture of Ennis High School is changed to one in which a Chromebook is another necessary school supply used to enhance and improve student learning and achievement.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis ISD will utilize funds from the Instructional Materials Allotment and local sources. In fact, if these funds were sufficient to meet the need, we would not be submitting a proposal for this grant. Unfortunately, monies available from the local budget and the Instructional Materials Allotment do not cover the cost of providing a 1:1 device program for the ninth and tenth grade students of Ennis High School.

The Director of Technology in coordination with the Department of Instruction and Accountability manage and oversee the expenditure of the Instructional Materials Allotment. Purchases made with these funds require the approval of both parties. Joint approval of purchases is only the beginning. Both departments (Technology and Instruction and Accountability) cooperate to plan and implement instructional strategies and support for the students of Ennis ISD.

In this specific proposal, neither the student nor the teacher would ever see a difference between a device purchased with local funds, Instructional Materials Allotment, or grant funds. The funds would be accounted separately in the business office and all financial records and documentation would be maintained, but the execution of the 1:1 device program would happen seamlessly. The devices themselves would be identical; grant funds will not be used to purchase a different device than local funds will purchase. Students and parents will complete a user agreement for the device regardless of fund source, and students will be responsible for the care, maintenance, and daily use of the device regardless of which accounting code is found on that specific purchase order.

Ennis ISD is committed to providing the best possible educational experience to our students. That includes providing the students with the electronic tools necessary to obtain maximum benefit from the curriculum and to be prepared to succeed after they graduate from high school. In order to be able to meet that goal, Ennis ISD is requesting funds to expand the existing technology lending program. If granted the funds will be used in conjunction with other funding sources to purchase the number of devices needed for each ninth and tenth grade student. Once each student has a device specifically for his/her own use, the teachers will be able to completely immerse themselves and their students in the electronic curriculum and support materials and to take advantage of the myriad sources of re-teaching and enrichment available through the internet. Because, Ennis ISD is a Google Apps for Education District, teachers have many tools to integrate digital learning. The move to a 1:1 device program will allow the teachers to use the collaborative tools, now only available between teachers, with their students

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis ISD is dedicated to producing students who are academically and socially prepared to move into college or the workforce. The school board has affirmed this in the recent goal setting workshop and each campus has embraced the ideal. A large part of being academically and socially prepared is being able to appropriately interact with and use the wide scope of electronic information and tools available in 2014. Perhaps, we could attain some measure of success in this mission by simply instructing students in the academics of how technology works and providing the limited access available through on-campus computer labs, but to truly immerse students in digital learning, we must provide the students with the technology. Our students cannot provide their own technology devices. In truth our students, to a large degree, depend upon community support to provide all school supplies: crayons, paper, pencils, notebooks, glue, and scissors. Our awareness of the depth of the need for support compels us to search for ways to allow our students to overcome their poverty. Therefore, we are submitting this proposal because, by its very nature, it allows us to fulfill our foremost goal of educating students who will possess the knowledge and skills to succeed in post-secondary education and jobs.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district comprehensive needs assessment brought us to the conclusion that high school students were most in need of personal, continual access to an electronic device that is adequate to meet the needs of digital learning. High school students STAAR/EOC scores indicate the greatest need for improvement; high school curricular materials are available most easily and cost effectively in electronic format, and the materials are then updated regularly. Teachers will no longer have to explain why the text book lists Pluto as a planet but the latest information online is less than certain of that fact. High schools students are also the ones who will enter college or the work force within the next two to four years; these students need to acquire the technology skills in conjunction with the academic content in order to be adequately prepared. The high school physical plant is also equipped to support a 1:1 device program. Because the high school is deemed most needy does not mean that other campuses and grade levels do not also have compelling requests, but those deficits will be addressed in other ways.

Ennis ISD proposes the implementation of a 1:1 device initiative for all ninth and tenth grade students. No student will be excluded from the program. Because this proposal is to provide a Chromebook to every student, no prioritization of need among students is necessary. If we are allowed to implement the plan, no one upon entering Ennis High School would be able to identify which students are economically disadvantaged or qualified for special education of Section 504 or limited English proficient. All ninth and tenth grade students will participate in the program.

The device Ennis ISD proposes to provide students is a Chromebook and requires a wireless internet connection to operate online. In order to judge the need for internet access in the home, a survey was conducted of current high school students. Seventy-six percent of the students responding to the survey state they have wireless internet access in their home. This is a greater percentage than we had predicted, but it affirms to us our approach to providing home internet access to students. Ennis ISD has wireless internet hotspots available through our regional service center. One of the internet providers in our area operates under a court order requiring a certain amount of bandwidth be provided to schools free of charge. They do so by providing the internet hotspots. The device can be taken anywhere within the service area of the provider and that location then has wireless internet.

Ennis ISD will provide a hotspot to students who have a documented need and submit a request. Ennis ISD has an application for home wireless internet access. A student who does not have internet access at home completes an application and returns it to his/her principal. The principal then takes the application and verifies the student meets the criteria of an economically disadvantaged student. The principal submits the verified application(s) to the Director of Technology who completes the final evaluation and facilitates getting the device to the student. Students and parents are required to sign a user agreement for a hotspot in addition to the one signed for the student's device. Hotspots can be issued for an entire academic year but must be returned at the end of the school year. The student can then apply to receive a hotspot in subsequent years.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three years ago, Ennis High School updated its Student Handbook and Code of Conduct to allow students to carry and use electronic devices during the school day. Rules remain in effect to prevent abuse of this policy and to protect instructional time and innocent students from pranks involving cameras and recording devices. Teachers are encouraged to allow students to employ whatever device they have to enhance and not detract from the instruction in the classroom. Many teachers have attempted to implement a modified bring your own device program. Unfortunately, the students do not all have devices that will support instruction.

Ennis High School also currently has electronic curriculum resources for English Language Arts and math. Beginning with the 2014-15 school year, Ennis High School will have electronic textbooks for biology, chemistry, and physics. Additionally, Ennis High School operates a credit recovery program using a web-based curriculum. Several tutoring and re-teaching support systems are also available electronically. At the present time, students must access these helps through the campus computer labs. In no way do we have enough lab space for each student or even each student in a math class that period to be working on a computer at the same time.

The teachers of Ennis High School have been provided with specific staff development and training opportunities to support the use of the available electronic resources and to encourage them to create their own. We utilize collaborative pieces like My Big Campus, but found the lack of student access to devices to be a handicap. Existing funds have been used to acquire resources that will expand the menu of electronic options available, but again, we feel limited by a lack of all students owning a device to make use of the opportunities.

We firmly believe that we stand at the threshold of a great opportunity to provide our students the tools needed to benefit from the growing number of materials available to encourage and support their continued achievement. Our staff development and procurement of resources demonstrate our readiness to move forward. Our students simply need the devices in hand to take advantage of the open door before them.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis ISD and specifically Ennis High School currently uses electronic curriculum materials in both math and English language arts. In both subjects, students utilize print textbooks with electronic support. Students access many subject specific support programs such as iStation and Think Through Math. They also utilize electronic source materials for research projects. Ennis High School students also utilize a web-based curriculum program for credit recovery in all core subjects. Beginning with the 2014-15 school year, all grade levels will utilize electronic textbooks for science and grades kindergarten through eighth will use electronic textbooks for math. A number of print textbooks will be available for those who do not have a way to utilize an electronic textbook. Ennis ISD plans to implement electronic math text books in grades nine through twelve beginning in the 2015-16 school year. We view the move to electronic textbooks as a welcome opportunity to ensure that our students can access the most up-to-date information and materials available both at school, at home, and in the community.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis ISD provides specific training in the use of electronic devices in the classroom each year. Generally a subset of teachers is identified to attend training and then bring back what they learned to share with the other members of their team. Ennis High School teachers have attended the annual TCEA conference each year for at least the past five years. Every summer, Ennis ISD provides in district technology training. The main point of these sessions is to expand the use of technology in the classrooms. Math teachers attend the annual math conference; English teachers attend the conference for teachers of English; Advanced Placement teachers attend training for the specific course taught. In all these cases, technology is a vital part of the information gathered.

As a Google Apps for Education District, Ennis ISD provides a large number of training opportunities on the use of digital learning. Teachers are taught how to use the different applications available through Google Apps for Education; these tools include: word processor, blogs, spread sheets, website creation, discussion threads, personal learning networks, maps, and news. Each application has a link to electronic tutorials so that professional learning occurs on demand to meet the specific need.

Professional development has been provided and will continue to be provided to support teachers in the implementation of electronic devices in the classroom. Technology training is an integral part of the overall professional development plan for Ennis ISD.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis High School underwent a significant expansion and upgrade of the physical plant during the 2007-08 school year. Additional classrooms were built and existing classrooms were updated. One important piece of that update was the inclusion of technology and the infrastructure to support technology. Since that time, the infrastructure has been enhanced and expanded. Ennis High School now has the capacity to support a 1:1 device initiative for all of its students and teachers. The media center management software has the depth to include a device for each student and to manage the check-out procedure for each device. The district's network is protected from outside penetration and prevents student access of inappropriate websites even when the student is not at school. The technology department itself is responsive to teacher and student needs and works to provide the necessary structure with the appropriate controls so that students can operate in a safe environment.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis ISD conducted a survey of current high school students to determine the need for internet access in the home. The results of the survey indicate that 84% of the students have internet access at home and 76% percent have wireless internet access at home. These numbers were surprising and much higher than anticipated by Ennis ISD administrators. They do support the method chosen to provide home internet access. Ennis ISD has a number of internet hotspots provided through our regional educational service center. A company that provides internet access is operating under a court order to provide a certain amount of bandwidth free to educational institutions. Ennis ISD is a beneficiary of this order.

Ennis ISD has an application for home internet access. Students may complete the application and apply to receive one of the available hot spots. Applications are returned to the school principal who verifies that the student has an economic need for this support. Once the need is verified, the application is forwarded to the Director of Technology who completes the evaluation process. Once the application has been evaluated, the Director of Technology facilitates getting the hotspot to the student. The parent and student must sign a usage agreement for the hotspot just like they do for the use of any electronic device. Hotspots are checked out to students for the school year and must be returned at the end of the second semester or when the student withdraws from the district, whichever occurs first. Students may apply for the use of a hotspot each year.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support is provided on a tiered basis. Each campus has a group of teachers who have volunteered and are trained in basic trouble shooting of electronic devices. The lead for this group on the high school campus is the Campus Media Specialist or librarian. If the problem cannot be resolved on the campus level, a helpdesk ticket is electronically submitted. Tickets are routed to the appropriate person in the technology department and are generally answered within one day of submission. Each individual within the technology department has an area of expertise and certain assigned areas of responsibility; however, they all work together to maintain the district network and array of electronic devices. These ladies and gentlemen are equal to the task of additional devices. They have created a knowledge base of helps and a quick and easy path to access the helps from the student's or teacher's device. They possess the technical training to correct most problems, and they have created networks of support services available to them in the event that a particularly difficult problem arises.

The Technology Department has been a part of the planning for this proposal from the beginning. They are fully supportive and confident of their ability to handle the expansion of devices that this grant could make possible.

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant Implementation Team will consist of the Director of Technology, the Instructional Technology Coordinator, the Campus Media Specialist, and campus administration. These individuals will work collaboratively to obtain, issue, support, and utilize the electronic devices. Ennis ISD will employ the same system as is used for the 1:1 initiative at Ennis Junior High. The Director of Technology will complete the requisition for the devices and will track the order and receipt of the equipment and will authorize payment.

Upon arrival, all devices will be placed into the inventory of the library management software. This allows each individual device to be assigned to a specific student and the record maintained in the management software. The Campus Media Specialist will work with the Instructional Technology Coordinator and the Director of Technology to properly label and upload each device into the library management software.

Before any device is checked out to a student, the student's parent must attend a meeting. The Instructional Technology Coordinator conducts the meeting with the support of the entire Implementation Team. At this meeting the device is introduced to the parent and the use and care is explained. Specific student expectations are explained, and parents are given suggestions for ways they can support their student. The Acceptable Use Policy is reviewed with the parents and the Usage Agreement is described. The signed Usage Agreements are collected.

After the parent meeting the devices themselves are distributed to students. The Campus Media Specialist is the lead in the check-out process, and she is supported by the Instructional Technology Coordinator. Each student checks out a specific device for which he/she is responsible. The students must also sign a Usage Agreement, and they participate in training on the use and care of the device as well as expectations for appropriate behavior.

Once devices have been issued, students are expected to have them at school with a charged battery every day. The electronic device is treated just like any other instructional supply; the student is not fully prepared for class if he/she does not have all supplies in hand and ready. At this phase teachers enter a critical role in the monitoring of the care and use of the device. One caveat of the usage agreement is that a student must produce his/her device for inspection any time when asked. Random checks will be conducted throughout the school year to ascertain the general repair and usage of the devices.

If a student has a difficulty utilizing the device or it breaks, the student will go to the Campus Media Specialist who will first trouble shoot the problem. Hopefully, she will be able to resolve most difficulties that arise. If, however, a student has a problem that cannot be resolved at that level, the Campus Media Specialist will input a ticket in the electronic helpdesk system. The ticket will be routed to the appropriate person in the Technology Department. Some issues will be able to be resolved remotely; others will need a hands-on inspection of the device. In either case one of the members of the Technology Department will affect the necessary repair as quickly as possible and return the device to the student. We hope to have enough devices so that a student could have the use of a loaned device while his/hers is being repaired.

At the end of the school year all devices will be returned and checked in through the library management software. The Campus Media Specialist will facilitate the check-in process. During the summer months, the technology department will examine and clean the individual devices and make sure that they are in working order. At the beginning of the next school year, the process begins again. A signed usage agreement is required for each school year.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 070903

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All lending devices are managed through the library management software. Students and parents sign a usage agreement in which they agree to take responsibility for the use and care of the device. Students are responsible for the return of the device and all ancillary materials such as power cords and bricks. Ennis ISD does not purchase insurance for the devices that are a part of the technology lending program. The limited 1:1 program now in place has had very little loss and damage of equipment. We have discovered what other districts have discovered, students work to take care of the device they are given.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ennis ISD has an existing Responsible Use Policy/Acceptable Use Agreement that all students must sign. Explanation of this requirement is a normal part of the beginning of school. The Acceptable Use Agreement includes guidelines for appropriate use of district technology as well as electronic resources and the internet. Student expectations and behavior are defined and penalties for not following the rules are explained.

In the same manner, Ennis ISD has developed a Technology Lending Agreement that parents and students must sign in order for the student to receive an electronic device. The Lending Agreement was developed in collaboration with administrators, teachers, and parents and specifies student expectations, use and care of the equipment, and penalties for non-compliance with the rules. The Lending Agreement is explained in both parent meetings and student meetings. We want no questions concerning the content and meaning of the Lending Agreement. Students who receive home internet access have an additional Lending Agreement specific to the provision of home internet access to sign. All appropriate agreements must be signed prior to a device being issued to a student.

Each year we evaluate the Acceptable Use Policy and the Technology Lending Agreement to determine if any changes or clarifications are needed. We seek input from the various stakeholder groups and strive to make the documents thorough, useful, and understandable.

## For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: